



APPL742

Advanced Topics in Teaching English for Academic Purposes

S1 Day 2015

Dept of Linguistics

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General Information

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Convenor

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

APPL725

Unit description

This unit involves a critical analysis of the discourses of academic English, and an examination of the issues faced by both first and second language students in gaining access to these discourses. A range of approaches to assisting such students to use the discourse of specific disciplines are examined, and teaching materials and assessment practices are critically evaluated.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of the nature and features of academic discourse

Demonstrate an understanding of and ability to appropriately use a range of academic genre

Demonstrate an understanding of the issues related to teaching language for academic

purposes to both first language and second language speakers

Apply principles of discourse analysis to the analysis of academic texts

Apply principles of needs analysis and discourse analysis to course design and materials selection

Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment Tasks

Name	Weighting	Due
<u>Summary</u>	20%	21 March 2014
<u>Essay</u>	40%	28 April 2014
<u>Materials review</u>	40%	6 June 2014

Summary

Due: **21 March 2014**

Weighting: **20%**

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse

Essay

Due: **28 April 2014**

Weighting: **40%**

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers

Materials review

Due: **6 June 2014**

Weighting: **40%**

On successful completion you will be able to:

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Delivery and Resources

Class Time: Wednesday 3.00 - 5.00

Room: W5C 220

iLearn: <https://ilearn.edu.au>

Lectures will be recorded on ECHO

Unit Schedule

Week	Topic
1	Introduction to EAP: What is academic discourse?
2	Genre in EAP
3	The language of Academic English: Nominal groups, nominalisation and abstraction
4	Stance and identity in professional academic texts
5	Developing expression of stance and identity in student writing
6	EAP, intertextuality and plagiarism
7	Multimodality and the use of social media in academic discourse
	Mid-Semester break
8	Approaches to EAP: study skills, literacy or literacies

9	Needs analysis in EAP
10	Course design in EAP
11	Materials selection and design in EAP
12	Assessment in EAP
13	EAP teachers and professional identity

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment task

- Materials review

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the nature and features of academic discourse
- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment tasks

- Summary
- Essay
- Materials review

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the issues related to teaching language for academic purposes to both first language and second language speakers
- Apply principles of discourse analysis to the analysis of academic texts
- Apply principles of needs analysis and discourse analysis to course design and materials selection

Assessment tasks

- Essay
- Materials review

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Apply principles of discourse analysis to the analysis of academic texts

Assessment task

- Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of and ability to appropriately use a range of academic genre
- Apply principles of discourse analysis to the analysis of academic texts

Assessment tasks

- Summary
- Essay
- Materials review

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the issues related to teaching language for academic

purposes to both first language and second language speakers

- Apply principles of needs analysis and discourse analysis to course design and materials selection
- Evaluate the appropriacy of a range of teaching materials and assessment tasks for use with specific student cohorts.

Assessment task

- Materials review